

Self-Evaluation Rubric: Effective Implementation of Comprehensive College and Career Advising

What is my school's progress?	Apprentice	Proficient	Distinguished
Advising program is guided by a team comprised of a variety of stakeholders.	No team in place or membership is limited to school staff.	Team includes school staff and at least 2 members from the following groups: parents, students, business/community, higher education.	Team includes school staff, students, parents, business/community and higher education.
Advising occurs at regularly scheduled intervals throughout the school year.	No structured advising program is in place.	Every student participates in advising one time per month.	Every student participates in advising one time per week.
Every student has a regular and on-going advising relationship with at least one adult in the school building.	Students are assigned to advisors for scheduling purposes only.	Targeted students are assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.	Every student is assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.
Advising program promotes systemic changes within the school.	The advising program focuses primarily on crisis situations and academics.	The advising program is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.	The advising program services are prioritized through alignment with the school's Comprehensive Improvement Plan.
The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	<p>No leadership support</p> <p>School does not integrate the ILP into classroom instruction.</p> <p>School Based Decision-Making Council policy does not address ILP implementation</p>	<p>Leadership support is limited to school counselors and teachers</p> <p>School integrates the ILP in 1-3 content areas as a teaching tool.</p> <p>School- Based Decision Making Council adopts a policy for ILP</p>	<p>Leadership supports the ILP by including advisors, counselors, teachers, students.</p> <p>ILP guidance is provided to parents at least twice each year through newsletters, meetings, emails and phone calls.</p> <p>School integrates the ILP across 3-5 content areas as a teaching tool.</p> <p>School- Based Decision Making Council adopts a policy for ILP implementation including on-going</p>

	<p>Data is not collected or analyzed.</p>	<p>implementation including involving parents in ILP review</p> <p>Data is collected but not analyzed; no clearly defined criteria are followed.</p>	<p>communication with parents regarding student progress and annual ILP review.</p> <p>Data with clearly defined criteria on student feedback and parent access to the ILP is collected and analyzed to inform improvement plans. Data is used to design and implement the master schedule.</p>
<p>Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.</p>	<p>No advising program exists.</p> <p>Little or no access to accelerated learning opportunities that are aligned with students' ILPs.</p>	<p>School & staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Some students have access to accelerated learning opportunities that are aligned with their ILPs.</p>	<p>School & staff have established an advising program that ensures every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Every student has access to accelerated learning opportunities that are aligned with their ILP.</p>
<p>Advising is related to academics, career, and personal/ social needs.</p>	<p>Advising is limited to academic needs.</p>	<p>Advising includes academics and college/career planning but does not address personal/social needs</p>	<p>Every student participates in on-going advising focused on academics, careers and personal/social needs.</p>
<p>Advising program sets goals and implements strategies that to address achievement gaps.</p>	<p>Achievement gaps are not addressed through the advising program.</p>	<p>The school implements school-wide efforts to encourage all students to reach proficiency.</p>	<p>The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.</p>
<p>Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.</p>	<p>No data is used in program planning or monitoring.</p>	<p>Some data is used to determine advising needs, but is not linked to school improvement.</p>	<p>Evidence-based monitoring is the responsibility of the advising council. Data use includes but is not limited to grades, attendance, behavior, EPAS scores, EOC scores , AP scores and ILP reports. Revisions to the program are linked to data and are intentional, timely and responsive to student and school needs.</p>

